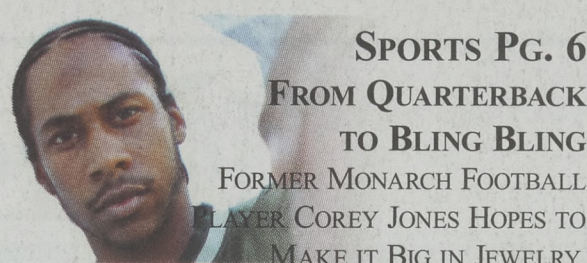


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FROM TEACHERS



VALLEY LIFE PG. 4  
PRIVATE COLLECTIONS  
ON DISPLAY  
FACULTY MEMBERS EXHIBIT  
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PLAYER COREY JONES HOPES TO  
MAKE IT BIG IN JEWELRY.



GALLERY PG. 8  
THE GIBBONS  
STUDENT FIELD TRIP  
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BUSINESS.

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# VALLEY STAR

THE INDEPENDENT STUDENT NEWSPAPER OF LOS ANGELES VALLEY COLLEGE

VOLUME 64, ISSUE NO. 9

DECEMBER 7, 2005

It's YOUR Newspaper

## Student-Teacher Transactions Spark Debate at Valley

■ California code highlights possible rules violations at Valley.

BY TAMMY FUNICELLO  
AND HOLLY DARE  
STAFF WRITERS

A stalled rule proposal by the LACCD Board of Trustees has sparked controversy over instructors conducting financial transactions with students, a practice which continues at Valley College in apparent violation of the California Code of Regulations.

The recent rule proposal may have been in response to a district instructor selling jewelry to students. Associate Vice Chancellor of Instructional Services John Clerx introduced Board Rule 6416, drafted Oct. 5, which states, "The Board prohibits instructors from engaging in financial transactions with the students, including, but not limited to, selling textbooks and/or instructional materials directly to students."

That would have further restricted the standards set forth by California Code of Regulations, title 5, sections 59400-59408, which state that community college instructors can sell materials to students at a small markup only if the materials are available from non-

district sources; otherwise the materials must be sold at cost. The Clerx proposal would have ended instructor-student financial transactions of any kind, including fundraising for disasters, selling tickets to class-related events, and selling Scantrons to students on test days.

"The feeling was that it had been discussed at Academic Senate," said Valley College President Tyree Wieder. "But Academic Senate said, 'wait a second, this is going to impact field trips and everything.' They wanted to make it where it didn't hurt anybody."

Instructor Leon Marzillier, president of the district Academic Senate, said, "If they are making a profit I would have a problem with that. District administration is saying it's against code."

Following vociferous faculty protests, the Board withdrew the rule, tentatively deciding to allow each of the nine campuses to write its own regulations. Weider said that she believed that 6416 hadn't been pulled permanently, but was still under consideration. Repeated attempts to contact Clerx for comment were unsuccessful.

However, the sale for profit of instructional materials by teachers to students still apparently violates the state regulations in title 5.

see 'Transactions' page 2

## ASU Sponsors Charity Toy Drive

BY WILL REYES  
STAFF WRITER

This Christmas, many local children will excitedly smile and open gifts sent with kindness and care. The presents though, won't be from Santa Claus, they will be from Valley College.

The Associated Student Union is sponsoring a drive, called "Penny Lane," along with the Penny Lane center, a North Hills charity founded in 1969 that helps more than 1,400 local youth throughout southern California.

The drive, which Valley has sponsored since 2000, is organized in conjunction with Valley music instructor Jennifer Kelly.

Kelly, who was once homeless herself, chose to work with Penny Lane because the charity helps kids who have been abused, homeless, or who come from foster homes. Penny Lane offers the children shelter, food and mentors.

"This is a way for Valley College to help the local community," Kelly said. "We want to promote creativity with this, and also make [the kids] happy."

The drive, which began Nov.

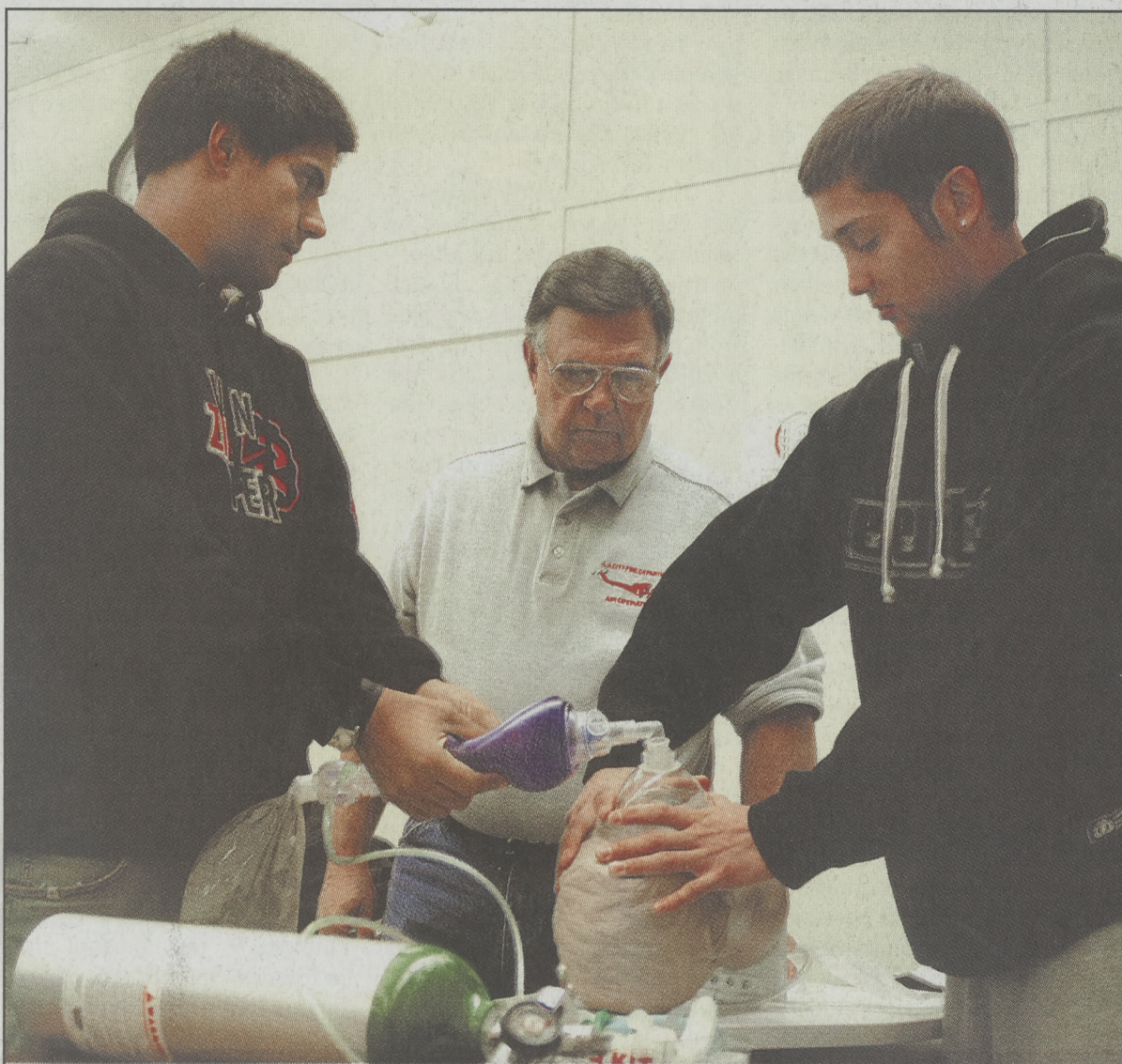
25, is collecting items ranging from toys to toothbrushes, children's books, school supplies and socks. Kelly emphasized the importance of the socks and toothbrushes, saying that they are necessities that many homeless people value more than anything else.

The gifts will be collected in 18 locations throughout the campus, such as the English department, ASU offices and the bookstore and more. All donations can be dropped off

see 'Penny Lane' page 7

### Donation Locations

- Counseling, Administration
- Woodbury Connections & Career/Transfer Center, A126
- ASU Offices, CC102
- Academic Affairs, A101
- TRIO, Cafeteria 101B
- Financial Aid Office
- Business Office
- Music Department
- Health Center/North Gym
- Job Resources B49
- Math Department MS104
- English Department, H121
- Child Development Center
- Lion's Den
- Bookstore
- Library



VALLEY COLLEGE TRIAGE - Paramedic Art Sorrentino (center) assists Fire Tech 96 students Ignacio Pagliaro (left) and Chris Bernal administer oxygen to a dummy patient as part of their emergency medical technician training.

## The Ride of Their Lives

■ Ride-along program teaches practical lessons to future EMTs.

BY MAGGIE OWNBEY  
OPINION EDITOR

Taking vitals and administering oxygen to her first patient of the day, Melissa Grimesky was a little nervous as the ambulance raced to the hospital—with the help of the EMT crew on board, this Valley College student found out that she had the confidence and skills to do the job.

"I did a lot of hands-on things," said Grimesky, an 18-year-old fire science major, "things you're never going to learn in a textbook."

Going beyond the Scantron and No. 2 pencil, a 10-hour observational ride-along on an ambulance with professional EMTs is required of all Fire Tech

96 students to make the grade.

"At the ride-along you try to put what you have in your head down into your hands," said Dr. Alan Cowen, chair of the emergency services department. "[In] the classroom you get it in your brain and you practice your skills—then you go out and actually do it."

Fire Tech 96 (EMT-I Basic) is a seven-unit, 128-hour course that teaches the knowledge, skills and abilities required to pass the National Registry EMT-I Basic certification examination.

"The ride-along is the coup de grace or what caps the class," said Cowen. "It shows you a road map and you can go down as far as you want; you can use it as a stepping stone to become a nurse, paramedic or firefighter."

Students get an opportunity to be part of a health care

team, checking patients' vitals bandaging patients, administering oxygen, get their medical history and doing assessments under the direction of EMTs, according to Cowen.

At Schaefer Ambulance Service in Van Nuys on a recent Friday, Valley student Karsten Greshko sat nervously in an easy chair with an open textbook in his lap waiting to go out on his first call.

That call came by noon—Greshko jumped from the pages and out into the real world.

"The key thing is you get to experience and use what you learn," said the 20-year-old. "Hands-on, you really learn it beyond the classroom."

Being able to interact with patients was the most important thing for Greshko, who's on the

see 'EMT' page 2

## Registration Day Set to Encourage Students to Return

■ One-Stop Registration Day smoothes process for students.

BY LAGINA PHILLIPS  
ONLINE EDITOR

Valley College is offering a One-Stop Registration Day to continuing and returning Valley students. The campus is holding the Dec. 14, event to allow students to register for winter and spring classes, apply for financial aid and speak to counselors all in one place. Students can also enter to win \$250 in books.

"The goal is to work with students and get them in the classes they need to transfer or get an AA," said Vice President of Student Services Yasmin Delahoussaye.

The business, financial aid, admissions and records and counseling offices will set up on the first floor of the campus center and students can complete the entire registration process there, from choosing classes to paying their fees and even buying parking passes.

"All these offices are coming together in one place so students don't have to scramble around campus to get everything taken care of," said Tino Manzano, dean of enrollment.

Since the fall numbers were tallied and Valley found out that its enrollment had dropped for the third consecutive year, administrators have been coming up with ways to entice current students to return and attract new students. This registration day is one of two events the campus is planning to boost enrollment. New Student

see 'Registration' page 7

## Writing Center Serves Students During Finals

■ Valley College Writing Center helps with final papers.

BY MARC HOWARD  
STAFF WRITER

You've been staring at the computer screen for who knows how long, the page is still blank and your final paper is due tomorrow. The Valley College Writing Center offers help to students not only at the center but online too.

The Writing Center, located in the humanities building in rooms 100 and 102, allows students who are unable come in during office hours to email their papers to tutors and also offers a variety of services to aid students working on class writing assignments.

"We help students with

assignments in any discipline that has a reading, writing or critical thinking component," said Scott Weigand, writing center tutor/coordinator.

The center helps students of all reading and writing levels, working with students in courses ranging from ESL classes to student in classes such as English 103 and are near graduation.

Among the listed goals of the writing center are to encourage intellectual experimentation among both students and faculty and to empower students to read and write in disciplines across the curriculum.

"I think my writing has improved since I've been coming here," said business major, Marie Marinelli. "The tutors

see 'Writing' page 7



MEL SELDANA / VALLEY STAR  
KEEPING IT TOGETHER - Twenty-two-year-old liberal studies major shows off her Student Handbook that she uses for her weekly assignments, projects and to record her personal goals.



NEWS REEL

BOMBS FOUND NEAR 60 FREEWAY:

A Caltrans worker discovered a box with six homemade bombs near the 60 freeway at Monte Vista. The Chino bomb squad had a robot shoot a water cannon at the devices to detonate them after evacuating the area. A 19-year-old has been arrested for manufacturing the bombs after admitting to storing the bombs near the freeway. He apparently had no plans to sell them.

HUSSEIN REFUSES TO RETURN TO COURT:

Saddam Hussein vowed not to return to court after Tuesday's testimony against him and his cohorts. "I will not return," Hussein yelled. "I will not come to an unjust court! Go to hell, you agents of America!" He was protesting the judge's decision to adjourn for the day, wanting more time to cross-examine witnesses. Hussein was also upset over being denied a shower and being forced to wear the same underwear for three days. The American death toll in Iraq has reached 2,128.

DeLay CONSPIRACY CHARGE DROPPED:

Still Facing Money Laundering Charges  
A judge threw out one of the conspiracy charges against Rep. Tom DeLay (R-Texas). DeLay and two other GOP fundraisers are expected to go to trial in early 2006 to face the more serious charges of money laundering and conspiracy to commit money laundering. The trio allegedly conspired to funnel \$190,000 in corporate donations to Texas Legislature candidates in 2002.

SCHWARZENEGGER TO MEET WITH ATTORNEYS FOR CONVICTED KILLER TOOKIE WILLIAMS:

Governor Schwarzenegger will meet with attorneys for former Crips gang founder Stanley "Tookie" Williams on Dec 8. Williams was convicted of four murders in 1979 and is scheduled to die for his crimes on Dec 13. Celebrities including Snoop Dogg and Jamie Foxx have publicly asked for clemency for Williams while San Quentin prison has taken the unusual step of issuing statements that call into question whether Tookie has been the reformed model prisoner he claims to be. If clemency is granted, Williams' sentence will be commuted to life in prison.

THINK TRANSFER

FOR MORE INFORMATION  
CONTACT THE CAREER  
TRANSFER CENTER AT  
(818) 947-2646

Wednesday, Dec. 7  
CSUN Representative  
10 a.m. - 1 p.m.

CSU Application Workshop  
1 p.m.

USC Application Workshop  
2 p.m.

UC Financial Aid  
Representative  
1:30 p.m. - 4:30 p.m.

Thursday, Dec. 8  
Undecided Major / Career  
Workshops  
1 p.m. and 5 p.m.

Monday, Dec. 12  
CSULA Representative  
10 a.m. - 1 p.m.

Tuesday, Dec. 13  
CSULA Representative  
4 p.m. - 7p.m.

Woodbury Representative  
4 p.m. - 7 p.m.

CSU Application Workshop  
5:30 p.m.

Popular Practice Puts Teachers on Hot Seat

'Transactions' continued from page 1

LACCD Senior Associate Vice Chancellor for Human Resources Susan Carleo, who served as Vice President of Academic Affairs at Valley for seven years, said, "Whenever you're in a student-teacher relationship, there should be no financial gain or direct profit. We always give that advice to teachers."

Carleo said that one of her primary functions at Valley was to get the Academic Senate and faculty to "peaceably coexist and work within the law. And I shared with them the code law at that time."

At Valley, instructors in several departments, including English, philosophy and speech, sell original textbooks to students. In doing so, teachers argue that they can employ their unique expertise and knowledge of their curricula while eliminating extraneous items that inflate standard textbook prices, such as CD-ROMs, that often go unused. Such original texts routinely sell for \$10-\$40, while standard texts can surpass \$100.

"We get publishers in here all the time," said Speech Communications Instructor Jack Sterk. "I could choose a book, but I would have to choose more than one and the cost would be greater to the student."

Valley English major Daniel Srourian said instructor Bill Wallis does him a favor by directly selling the custom textbook for his class: "Students embrace teachers selling their books because the bookstore is so expensive. Students see how much profit-making is going on."

Bookstore manager Claudette Burns, however, said that bookstore profits are negligible. "We have a 25 percent margin on the dollar," she said. "Most business-

es have a 100 percent markup."

Whatever the price difference, some students said they feel pressured to buy the books because failure to conduct the transaction might affect their grade, whether or not they can get the contents of the book by sharing with other students. Some instructors put important course materials in their custom books, such as the course outline and calendar.

"In my class they said that you have to buy the book within the first two weeks or you would get points marked down," said student Teri Akpovi.

Title 5, section 59400 specifies that "students may not be required to purchase mandatory instructional materials if such materials are solely available from the district," according to a 2002 letter to the California Community Colleges Chancellor from then-assistant general counsel, the late Renée Brouillette. In other words, when students are told to buy books for a class, those books must be available at non-district (read: non-instructor) sources. This regulation is apparently intended to ensure fair pricing through competition and to improve access to the books for students.

Custom books are often difficult to get used since the bookstore doesn't carry them and most instructors don't buy back books, maintaining "new" prices rather than allowing students to get cheaper used copies. This could present a special problem for students with EOPS vouchers or who are on other forms of financial aid, since the vouchers must be used at the bookstore. Instructors, meanwhile, have no

way of redeeming the vouchers - although some have given books for free to a few students who cannot afford them.

"I certainly don't do it to make a profit," said philosophy instructor Zev Garber, who sells his book to students for \$23. "It is my way of protesting high prices and making things a little easier for students."

Although most instructors interviewed for this article said they break even when they sell custom books, several instructors said it is wrong if teachers are making a profit.

Title 5, section 59402 spells out a key exemption to section 59400, stating that "material shall not be considered to be solely or exclusively available from the district if it is provided to the student at the district's actual cost."

The 2002 Brouillette letter reads, in part: "Students may not be required to purchase mandatory instructional materials that are exclusively available from the district unless those materials are provided at the District's cost." In other words, direct sales are allowable as long as the instructor/vendor does not turn a profit on the sale.

However, when The Valley Star obtained copies of two of the custom books required for speech classes on campus, pricing comparisons revealed apparent violations of state regulations prohibiting sales for profit.

"Communicating Critical Thinking", the custom text for Sterk's Speech 105, is sold directly to students for \$40. The double-sided, 106-page book was priced by three local print shops from \$11.51 to \$23.50 for each copy (at least 150 copies), includ-

ing binding and laminated front and back covers.

An original Speech 101 textbook that was 45 pages long in 2004 but instructor Duane Smith said is now 70 pages, is sold to students directly for \$10. The printing shop where Smith said he had the book made priced it at \$4.64 (for 70 pages).

"I think people should focus on the excellence or lack of it in teaching, not some silly nonacademic issues," said Smith.

Valley American Federation of Teachers Faculty Representative Joanne Waddell declined to comment, but questioned whether Brouillette's legal opinion was being correctly interpreted for this story. Other administration sources said that they had seen other legal opinions that seemed to sanction the book sales for profit.

"Of course we don't want to be in violation of title 5; it's our job to make sure that we're not," President Weider said. "If this is the case, we would advise the faculty not to engage in this activity; AFT lawyer Larry Rosensweig had a different interpretation [of the title 5 regulations]."

However, current Assistant General Counsel Eric Kim said, "This is an implementing regulation from the State Board of Governors for the community colleges. These regulations, we should be complying with - but the issue is pretty nuanced."

The following reporters also contributed to this story: Brian Dean, Maggie Ownbey, LaGina Phillips, Lyndsay Phillips and Will Reyes.

Internships Pave the Way to a Bright Future

BY HOLLY DARE  
COPY EDITOR

You've almost got your degree and polished your resume. You bought that nice suit, showed up on time and nailed the interview. And yet - your phone isn't ringing with job offers. You lack experience.

A quick Internet search into what employers are looking for will lead to the same conclusion. But just how do you get experience while still in college? An internship, which may provide you with experience, contacts and even income, all while you are working on a degree, could be the answer.

"It's a win-win situation," says Hanna Pettersson, director of Cooperative Education Program at Valley College. "Employers find workers and the students gain valuable experience."

Valley's internships are available in almost every field imaginable - recent listings include clerical, architect assistant and even horticulture. These intern positions are provided by the LA Community College Districts e7 Interns Program. This program is helped by Propositions A and AA which created bonds to fund construction and renovation at each of the nine LACCD campuses.

"We solicit the contractors we hire and ask them to hire students as interns," said Michael Flores, outreach coordinator for the program. "The bond money goes back to our students and benefits our

schools even more."

New jobs and internships are posted every day at the Cooperative Education office located in Bungalow 74. The internship program actually matches employers with students seeking experience in a particular field. Most of the interns are paid around \$10 per hour with only 10 percent being unpaid and offering experience and credit hours only.

Students also earn college credit at Valley while they work - up to three units per semester if they intern in their field of study. Fewer credits are available for students that work outside their field of study.

In order to qualify for an internship, a student must be enrolled in at least six units at one of the nine LACCD colleges, complete an online application, and submit a resume and a faculty referral recommendation.

"We use the faculty referrals as a way to get to know the student and help find a good fit for both employer and intern," said Camille Leon, e7 program manager.

Finding the right fit is important according to program organizers. One of the most important aspects of interning is figuring out if that field is really how you want to spend your life.

"I've lived the life of a fireman. I know what the life is like," says Valley intern Sotero Cristerna. He interns with LA fire station number 96



MEL SELDAÑA / VALLEY STAR

TEACHER IN TRAINING - Sotero Cristerna, an intern at Firehouse 96 in Chatsworth, assists in the training of other interns as part of his duties.

in Chatsworth.

A job like firefighting seems exciting, but it requires long hours in a fire house preparing for something to happen.

In addition to learning what a particular field requires, internships provide networking. The company may not be able to hire its interns after their program ends but may refer them to another company in the same field. An internship will provide relationships to build on throughout the life of your career.

But it is the job experience that is most attractive to an

employer. It is important that someone in your chosen field knows you, your work ethic and abilities.

Cristerna agrees. "I know that when I am interviewing for a fire fighting job, they are going to see that I have over 2,000 hours of experience, my EMT certificate, my degree and a referral from my post adviser. That's going to make me stand out."

For more information, visit the Cooperative Education office in Bungalow 74 or visit the e7 Interns website at <http://e7studio.net>.

'EMT'

continued from page 1

pathway to becoming a paramedic—the students are required to have contact with five patients during their ride-along. "You get to try the stuff you learn in class on real people."

The students also get the experience of working side-by-side with trained EMTs in a job where every patient is different and every day is new.

Oscar Romero, an EMT who has been on the job for 21 years said, "[It's] a real-life experience there is nothing like it." Romero adds, "I'm still learning, [it's] not the same day, everyday is a different scenario."

That's something 21-year-old nursing major Cynthia Urena can now talk about with some authority. Urena admits to being anxious—she didn't know what to expect.

"I can't tell you how scared I was before—my heart started beating," said Urena about the first call she went on. "I felt like I just got off a rollercoaster."

She left the hospital with a feeling of satisfaction.

"You walk out of there with a feeling of accomplishment—that you made a difference in someone's life," said Urena. "It really completes the program."

Sitting in the back of a box ambulance—an emergency room on wheels—Hooman Zahedi, Schaefer's field supervisor said, "The rewarding feeling you get and gratitude from patients is just priceless."

Cowen said when students come back to class after they complete the ride-along they cannot wait to tell the class about their experience; they're proud and excited. "I never had [a student] that didn't say I'm addicted, I want more and this is for me."

"I'm proud of them all just to be able to go through this class—it's tough," said Cowen. "On a scale of difficulty of 1-to-10 it's a 10-and-a-half."

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## WE'RE NOT PSYCHIC

So tell us what's on your mind! Contact The Valley Star at thevalleystar@yahoo.com, drop by the newsroom at BJ114 or call us at (818) 947-2576. Letters should be limited to 300 words and may be edited for publication.

## OPINION

3

## Wheeling and Dealing

■ The benefits of buying from the teacher.

BY BRIAN DEAN  
STAFF WRITER

State law prohibits profit on required textbooks written by instructors unless the book is available through other sources. When the school district (or its teachers) is the only source, it is improper to benefit from the sale of required materials, according to the state. But if the only source for the specific teacher or class is also the only source for the book tailored to the class, where's the harm?

In general, students should not be required to purchase materials for class. If students are able to achieve the stated course objectives, the instructor should not penalize students on the basis of purchasing supplies. Information is available through many different sources, not the least of which are the innumerable websites displaying well-researched, reliable content at no cost. As long as they are able to obtain the necessary information specified in class lectures, course outlines, test reviews, etc., students should not be required to spend more than the cost of registration.

In the case of faculty-authored text books, often they are alternatives to inadequate or expensive recommendations. Many students prefer getting required books from their teacher. The information tends to be more specific to the course, presented exactly how the instructor wants it to be. A book tailored to the class will be more effective than a generic text in which teachers often skip whole chapters. This fine-tuning may make the difference between a student passing or failing.

And for their efforts, teachers should be allowed a modest profit from students who do choose to purchase the material. It makes sense that an instructor who goes beyond the call of duty to create a specialized textbook should be allowed compensation greater than one who doesn't. It's not as if they're selling jewelry



ILLUSTRATION BY JESUS ESQUIVEL / VALLEY STAR

or other materials unrelated to the course, which is what sparked the Los Angeles Community College Board of Trustees to propose rule 6416, which would have banned all financial transactions between students and instructors.

It also makes sense that a book tailored to a specific class only be available through the school that offers the class. Either purchased through the teacher directly or the campus bookstore, royalties to the author should not be prohibited by the state. However, these books should be required to be on hand at the campus library; perhaps three or four copies for students who don't wish to purchase them.

Facilitating the education of students should be the focus of education law, but it seems the state is doing more in the way of discouraging better textbooks than it's doing to promote proper conduct between the student and the district.

## LETTERS

THE VALLEY STAR tries to print as many letters from its readers as possible. Letters should not exceed 300 words or they may be edited for space and must include the author's full name, major or connection to Valley College and contact information.

## Instructor's Book Sales Profit Free

I only sell books—those I have written or those written by others—in my classroom as a convenience for and at a savings to students.

I have nothing against bookstores; in fact, I love them. I am not driven in my writing, publishing, or book sales by profit motive and to be accused of conflict of interest is both hurtful personally and incorrect professionally.

Let me address some underlying issues that might come to play a role in the discussion at Valley and in American education generally.

One concerns the nature of the publication sold and the motivation of selling it.

Self-publication might be an issue worth discussing. I am largely self-published: by this I mean that—although I shape my manuscripts into publishable form with the help of professional editors and book designers and have my imprimatur (Lone Wolf Books) at Stone & Scott, Publishers (of Sherman Oaks), a small press—I pay for the printing of my own books, and I aid in their sale and distribution. Since 1989, Stone & Scott has published twelve of my books—primarily poetry—of which eight are still in print, and I have edited three others. My heart is with Stone & Scott, and even if I were to become nationally known—this seems unlikely—I would continue to publish in association with Stone & Scott and its founding editor, Dr. Leslie Boston.

During the past fifteen years, six of these books have been required at one time or another in a variety of my courses, never more than two for one course.

Thinking critically and, I hope, ethically, I have never intended to befool the temple of education with filthy lucre. I have not yet made a profit on any of my published works; some of them paid for their printing cost; others did not.

Profit does not drive me to write. What does drive me, or any writer to work is a powerful need or urge.

None of my published works was generated or published purely for profit. I created them as a form of sharing or as heuristic. I am also certain that a need for recognition played a role in most of what I have written and published.

Some of my publishing has a practical side. I wrote two textbooks, a book on opera and Selected Essays, for use in specific courses at UCSB, where I taught from 1985-88, and at Valley.

In the case of the opera book, it seemed a matter of necessity. In 1986, I created a course called "Opera as Literature". I then found that no textbook existed for such a course and immediately created

one: an interconnected group of 30 essays discussing aspects of four great operas. I wrote my Selected Essays as a model/instructional aid in my English 101, 102, and 103 courses. As far as I know, only one other teacher has used these books as textbooks: Dr. Robert Roth, of the LAVC Department of English.

My creative writing—my poetry, libretti, and my novel—were written, I see now, in an attempt to create myself, to define hidden issues in my existence and to share them with others with hope of their both sharing my joys and avoiding my mistakes.

These works are also models, works to be discussed critically by colleagues and students in the classroom and out. That is the nature of art—and of writing poetry and the novel. One bares his soul, a bit.

I want to make two final points. First, each of us involved in this debate needs to ask himself what his investment in it is. I recognize that as an individual, I am driven to write by ambition and a need to share my thoughts and the lessons life has taught me.

I have no illusions about my gifts in this regard: I am not an important writer; I am a field laborer in the kingdom of American Literature. I also know that I am not driven as a writer or teacher by profit motive, and I desire to avoid any impression of conflict of interest.

In this regard, I will abide by whatever rules my district, my school, and my department conceive with regard to the sale of educational materials in the classroom.

Second, I want to strongly address an important point to the entire spectrum of students and faculty at Valley College and LACCD. To create meaningful, useful documents is a worthy act, whether it be a book of poems celebrating the San Fernando Valley like my little volume Dutton's Books or a journalistic accomplishment like The Valley Star. Such acts should not be discouraged.

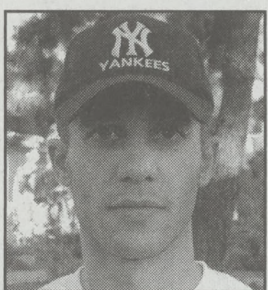
I feel both professionally and personally that it would be healthy for more of my colleagues to write and publish more. It grows the mind. I'm not overly ambitious in this regard: I don't want Valley to become UCLA; I want LAVC to become a better LAVC.

I think reflective writing by any faculty member in any department would help Valley become a better educational institution in terms of inspiring excellent teaching. That is what faculty are all about: excellent teaching. We don't want to sell ourselves, or our students short.

Bill Wallis  
Department of English

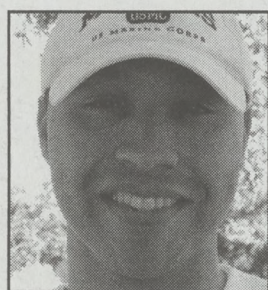
## Campus View

PHOTOS BY MELANIE SALDAÑA



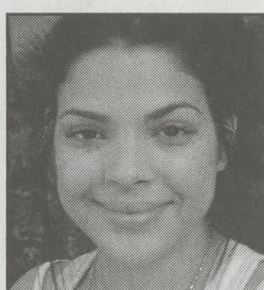
"If we exit immediately, terrorists would have more freedom. The U.S. backed government could fail if we left without a plan. A good plan would be to alternate troops with other countries, to keep things stable enough while we leave."

-Edgar Markosyan,  
Astrophysics Major



"There needs to be an exit strategy that shows the Iraqi people that we are not abandoning them. We have an obligation to complete our mission."

-Gabriel Ortega  
Sociology Major



"It should just end. My boyfriend will be sent in a while and I have a cousin who is there. We should rapidly withdraw most of the troops. Bring half home and the rest should then wrap things up. They have already done what they went to do."

-Maggie Molina  
Fashion Major



"I don't know why we were there in the first place. A lot of people are dying. We need a plan and a date. I don't think that the Bush Administration plans to leave at all. We don't have a tentative date or plan. Even the Iraqis want us out."

-Yinka Elehinabe  
Undecided Major

## Should we exit Iraq immediately or should the Bush Administration forward an exit strategy?

## America's Black Eye: Deadline Unknown

■ Bush refuses to declare timetable for leaving Iraq, but lays out "Plan for Victory".

BY MARC HOWARD  
STAFF WRITER

President Bush continues to refuse to set a timetable for when coalition forces will withdraw from Iraq, but the administration released a detailed plan last week that explains what it calls a "clear plan for victory."

Supporters of the war who suggest that setting a timetable for withdrawal may encourage insurgents to wait it out are right. There should be no announced timetable, but if the administration hasn't already, it is going to have to come up with such a timetable and start working toward it.

Sad fact number 1: The administration did not have a clear plan for victory before the war began. Gen. Eric Shinseki told the administration that at least 200,000 troops would be need-

ed to win the war and maintain order. The administration ignored him. Sad fact number 2: we went to war under false pretenses; there were no weapons of mass destruction and the Iraq/Al Qaeda connection did not exist. Sad fact number 3: the cost to American citizens for our involvement in the war far exceeds the value of what we are getting out of it.

To date, more than 2,000 American soldiers have died in Iraq. According to a report released this fall by the Congressional Research Service, the war now carries an average monthly price tag of \$5.9 billion; a total of \$224 billion and counting. So what will be the ultimate benefit of our having gone to war? Saddam Hussein is out of power, but if the new Iraqi government can't stand on its own, it could be argued that the world was better off with the dictator in power.

There is no way of saying how long it will take to train an adequate Iraqi military. There is no way of saying how long it

will take to stamp out the insurgency. What we do know is that Americans are expressing increasing disapproval of how the war is being handled.

## Polls show that 62 percent of Americans disapprove of the president's Iraq policy

Polls show that 62 percent of Americans disapprove of the president's Iraq policy, his overall job approval rating is now at 37 percent, the lowest it's ever been. Polls also show that 70 to 80 percent of Iraqi people oppose the occupation. President Bush remains insistent that things are going well in Iraq and are getting better.

"As Iraqi forces gain experience and as the political process advances, we will be able to decrease our troop level in Iraq

without losing our capability to defeat the terrorists," Bush said during a speech at the U.S. Naval Academy recently. "America will not abandon Iraq."

The administration is now under pressure from Democratic as well as Republican congressmen to devise an "exit strategy." Rep. Walter Jones Jr., R-N.C., has introduced a resolution requiring that troops start coming home in October 2006. Rep. John Murtha, D-Pa., a highly decorated Vietnam veteran, said two weeks ago that a complete pullout should be achieved in six months. Murtha had been a vocal supporter of the war.

Whenever we do pull out, the new Iraqi government will have a hell of a fight on its hands, trying to maintain order with its young military, against a determined insurgency. How well they do stand up against the insurgency in the future will measure how much of a mistake it was for America to invade in the first place.

MORE LETTERS ONLINE  
AT WWW.LAVALLEYSTAR.COM



WEDNESDAY  
TO TUESDAY

Wednesday, Dec. 7



**Guru**  
Viper Room  
8:30 p.m.  
\$15  
(310) 358-1880



**Keith Urban**  
Arrowhead Pond of Anaheim  
7:30 p.m.  
\$35-\$45  
(714) 704-2500

Thursday, Dec. 8



**Disney's Beauty and the Beast**  
Allan Hancock College Performing Arts Center  
7 p.m.  
\$20.75-\$29.25  
(805) 922-8313



**William Claxton**  
Dutton's books  
7 p.m.  
Free  
(310) 281-0997

Friday, Dec. 9



**Movie Releases:**  
"Brokeback Mountain" (R)  
"The Chronicles of Narnia: The Lion, The Witch and The Wardrobe" (PG)  
"Syriana" (R)

Saturday, Dec. 10



**Dick Van Dyke**  
Diesel Bookstore  
3 p.m.  
Free  
(310) 456-9961



**KROQ Almost Acoustic Christmas**  
Gibson Amphitheatre  
4 p.m.  
\$75  
(818) 622-4440

Sunday, Dec. 11



**Mr. Toad's Wild Sunday**  
Groundling Theater  
7:30 p.m.  
\$13.50  
(323) 934-4747



**Sunday Night Laughs**  
Ha Ha Cafe  
9 p.m.  
(818) 508-4995

Monday, Dec. 12



**Emmylou Harris**  
Walt Disney Concert Hall  
8 p.m.  
\$26-\$66  
(323) 850-2000

Tuesday, Dec. 13



**Bob Baker Marionette Theater's Holiday Spectacular**  
Bob Baker Marionette Theater  
10:30 a.m.  
\$8-\$10  
(213) 250-9995



**DVD Releases:**  
"The 40-Year-Old Virgin" (R)  
"The Bad News Bears" (PG-13)  
"The Island" (PG-13)



**The Alexander String Quartet**  
Daniel Recital Hall, Cal State Long Beach  
8 p.m.  
\$28  
(323) 954-0404

## The Indian Experience: A History Lesson

BY MAGGIE OWNBEY  
OPINION EDITOR

History has been painted with a narrow brush stroke.

From textbooks to movies and TV, the sloppily rendered stereotypes that all Native Americans share the same language, beliefs and traditions have managed to pass themselves off for many as the truth. But in a drafty little bungalow at Valley College, assistant professor of anthropology Eugene Sky Scott is teaching his students to look closer and see the diversity.

"The focus of the class is the native peoples of North America," said Scott. "The emphasis being on the diversity under that collective term because a lot of people consider Indians all the same and we have these stereotypes."

Anthropology 132 is more than a historical overview of the different indigenous populations of North America and Canada. Scott takes his class beyond that by studying the origins, myths and culture of one of the tribes or bands within each of the different culture areas before and after European contact. One experience that is shared by all the nations past and present is the dissemination of their way of life, which lead to Pan-Indianism.

"Pan-Indianism is the feeling of unity shared among indig-

enous peoples stemming from a loss of culture due to European contact," said Scott.

Scott said it's hard for many to imagine some completely alien forms you had never seen before coming into your territory—your land and violently forcing you to become just like them by cutting your hair and mode of dress, even banning your language and religion. Any resistance was met with violence.

"The common thread that unites all native populations is ... the destruction of their culture," said Scott.

For Cary Green, that lesson went beyond the classroom during his research for a cultural profile of the Tongva Tribe. Green discovered that his alma mater, University High School, in West Los Angeles, was built in 1920 on the site of what used to be a Tongva village. The last of the settlement was discarded during construction; all that remains today is a sacred spring that the Tongva camped near.

"The [stories] are told differently in history books," said Green, a speech-communications major. "[In this class] you hear it from the other side. Regular history is the conquerors view point."

Tongva Councilperson Martin Alcalá recognizes the importance of a class that teaches what he calls "the real story—a story that needs to be told."

"Only 15 to 20 percent of our culture is left," said Alcalá.

"Anthropologists, ethnographers, and archaeologists have derived that figure after careful study of our tribe."

Alcalá said that although the Tongva were one of the greatest and most generous tribes of the region there is far too little information on them. "Our story has never truly been told."

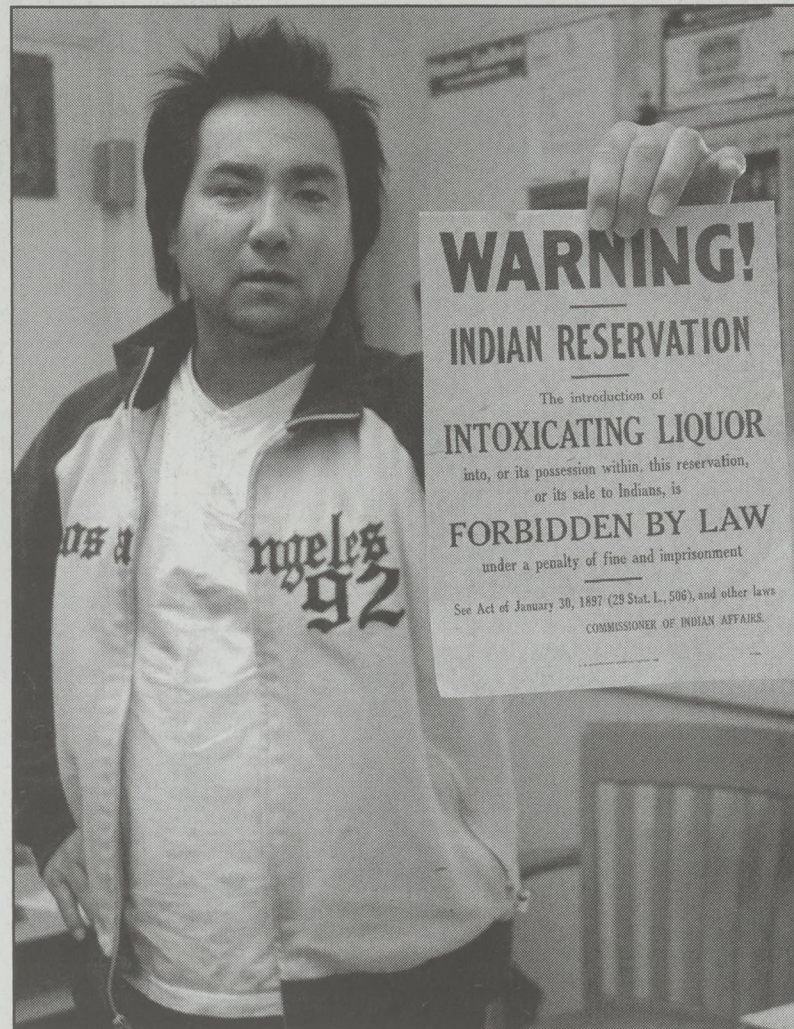
Alcalá said to remember that fact because, then Spain and the U.S. would have a lot of 'splainin' to do; better to give the tribe one or two sentences in the history books.

As to the stories that have been passed down from those first explorers, Alcalá said it has all been lies.

"Today, we finally see an opportunity to set the record straight and all tribal members are doing their utmost to see that our truth is heard," said Alcalá. "[They're] working to preserve our complete language, customs and culture."

Alcalá said that throughout the years many contractors have tried to dry up Kuruvungna Springs to continue to build structures such as underground parking lots, but despite the efforts to stop the flow of the water the springs always turn up somewhere, even in the boy's gym. A sign of the spiritual aspect of the holy, healing water of Kuruvungna springs which means: 'a place where we are in the sun.'

"We are here, we have always been here and we will always be



**WARNING** - Anthropology instructor Eugene Scott holds a posting from an Indian reservation restricting Native American behavior.

here," said Alcalá. "As a tribe we are moving forward."

Scott said he would like to think that a better understanding of Native cultures will lead to a more promising future for them.

"I'm trying to open minds," said Scott. "I'd like to think on

a very high ideal that some of these students will change the world for the better."

To learn more about the Tongva Tribe go to: [www.tongvatribes.org](http://www.tongvatribes.org)

Anthropology 132 will return in the Fall 2006 semester.

## THEATER REVIEW

## Lenny Bruce's Words at War

■ Bruce's material is still fresh in a play co-scripted by a Valley professor.

BY JESUS ESQUIVEL  
STAFF WRITER

A REM song with a Lenny Bruce reference faded to abrupt silence in the red bar with Rat Pack diamond-plated dinner booths. Waiters were still taking orders as the conversations hushed.

"Ladies and gentlemen, Lenny Bruce."

The chandeliers hanging from the gothic ceiling dimmed and the three -score audience members applauded as "Lenny" took the stage.

"What do you want me to do?" he said. "My classics?"

Jason Fisher mirrored Lenny's fast paced New Yorker vocals when he spoke. Dressed in black with his alluding body language and charming grin with its hidden agenda. Fisher embodied Lenny Bruce at the M-Bar in Los Angeles during the one -act performance

of "Lenny Bruce In His Own Words."

The show was composed of material from the 50s and 60s controversial stand-up comedian Lenny Bruce, seamlessly scripted to span his early work and arrive on his obscenity court case commentary.

The dialogue was scripted and directed by Joan Worth and Valley College broadcasting instructor Alan Sacks for Marvin Worth Productions, producers of the 1974 Oscar-nominated film, "Lenny," (starring Dustin Hoffman and directed by Bob Fosse).

The tense atmosphere of danger Bruce brought was alive in Fisher. A chill of silent discomfort filled the room when he dropped a racial bombshell. He took a racial inventory of the audience that evolved into a multi-colored-poetic-march of racial slurs that transformed the awkward moment into laughter.

"The word's suppression gives it the power," Bruce explained, "If the word lost its power you wouldn't make a

4-year-old black kid cry on the way back home from school."

Riffs on evangelical big business, sniffing air plane glue to get high, the second coming of Christ and how the M.C.A. picked a painter with a funny mustache to be the next German fuhrer all brought big laughs. But Bruce's take on obscenity added substance to relative vulgarity.

"We're all getting busted," Fisher said after blessing audience members like an evangelical healer. "I've been busted 19 times for dope and obscenity. Dirty Lenny said a dirty word, I got busted for saying a word that starts with a 'C' and ends with an 'R.'"

Then he expounded on language suppression and used the word more than 20 times in less than a minute of explanation. By then it lost its meaning.

It was like going back in time, to a not so distant or different past. Bruce's words still reflect timely issues like the war in Iraq and race matters. Someone walking into the bar unaware that it was Bruce's material, could be easily fooled into thinking the eccentric introspective performer on stage was timely and original.

"I say one word...and they're crucifying me," Fisher smiled and said. "What is obscene is what my language represents, what happens to black people everyday is obscene, the war is obscene, I'm Lenny Bruce and that's my show."



**BRUCE ALMIGHTY** - Jason Fisher performing Lenny Bruce at the M-Bar. Valley College broadcasting instructor Alan Sacks directed the play with Joan Worth.

**"Lenny Bruce In His Own Words"**

Location: M-Bar at 1253 N. Vine St. in Los Angeles  
Runs every Saturday at 10 p.m. through Dec. 17.  
Admission is \$18 plus drinks and \$12 plus drinks for students.  
For reservations call (323) 993-3305.



DAN VILLASENOR / VALLEY STAR

**EXHIBITIONISTS** - Valley College faculty members are displaying pieces from their personal collections in "Private Passions the Faculty Collects," on display in the campus art gallery until Dec. 8.

## Private Arts

BY JESUS ESQUIVEL  
STAFF WRITER

From the dreary hallway you can see "Hank Klein," an oil painting by Fidel Angelo Danieli. It radiates thick neon brush strokes of green that accent a bearded leather capped pilot on the far wall. The gallery is bursting a kaleidoscope of melted crayons all visible before stepping inside.

The Valley College Art Gallery is currently hosting Private Passions the Faculty Collects, which features works and collectibles from the art department faculty's own private collections.

"Collector-Ex Libris Benoit Junod," by Ukrainian artist Oleg Denisenko, is also critical in its place at the gallery; up front it represents a theme attached to the art and its collectors. Breaking the fourth wall.

"It's a collector carrying the burden of his own collection," said Art Gallery Director James Marrin. The piece suggests a world by William Blake where a Rasputin character is punished into becoming a public art display with his head through a picture frame and sculptures on his back.

On the wall beside the imprisoned collector there are many Native American baskets brought in by Marrin, nearly a century old. They have earthy tones of golden brown woven with bursting black figures.

"I've collected them for years, since I was back in school," said

Marrin. "I came across most of these at an estate sale in Pasadena after a neighbor passed away; she picked them up in Alaska."

Another exhibit Marrin picked up is an untitled piece by an artist named Knox, a tall, narrow single wood piece carved into a Jenga totem pole of connected right triangles. The lifelines of the wood all run vertically adding a visual sensation that tickles the retinas.

"It's an amazing piece of art I picked up in Palm Springs," said Marrin. "But I don't know who 'Knox' is."

A piece also done with the aid of wood is Michael McCurdy's engraving "Thoreau." It is a portrait of a man that might be from the dark world of Edward Gorey. His eyes are sad and still like a dog's eyes; the skin beneath them droops cracking with wrinkles above his bushy beard. He is a man of infinite sadness.

"I'm fascinated by the wood engraving process. Just look at the dimensions it adds to his beard," said art history major Sever Koutianov. "But the thing I love most are his eyes."

**Private Passions the Faculty Collects**

Location: the campus art gallery  
Runs through Dec. 8  
Hours are Monday through Thursday from 11 a.m. to 2 p.m. and 7 p.m. to 9 p.m.  
Admission is free



# NEWS

5

## teaching tip #59

Some superstars get trophies, others get smiles.



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For more information about human trafficking, visit [www.endslavery.org](http://www.endslavery.org)



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LAVC SCORES

M. Basketball vs. Occidental College  
(W 69-60) 12/3/05

W. Basketball vs. San Joaquin Delta  
(L 75-58) 12/2/05

LAVC SCHEDULE

**Wednesday 12/7/05**  
No Scheduled Games

**Thursday 12/8/05**  
M. Basketball @ Modesto Tourney TBA

**Friday 12/9/05**  
M. Basketball @ Modesto Tourney TBA  
W. Basketball @ Moorpark Tournament TBA

**Saturday 12/10/05**  
M. Basketball @ Modesto Tourney TBA  
W. Basketball @ Moorpark Tournament TBA

**Sunday 12/11/05**  
M. Basketball @ Modesto Classic TBA  
W. Basketball @ Moorpark Tournament TBA

**Monday 12/12/05**  
No Scheduled Games

**Tuesday 12/13/05**  
No Scheduled Games

**Wednesday 12/14/05**  
No Scheduled Games

**Thursday 12/15/05**  
M. Basketball @ Crown City Classic

PRO SCHEDULE

**NBA**

**12/7/05**

**LA Lakers @ Toronto**  
4:00 p.m. **KCAL**

**LA Clippers vs. New York**  
7:30p.m. **FxW2**

**Miami @ San Antonio**  
6:00 p.m. **ESPN**

**Atlanta @ Utah**  
6 p.m. **FxSo**

**Chicago @ Orlando**  
4 p.m. **CSNC**

**Milwaukee @ Philadelphia**  
4:00 p.m. **WCGV**

**Minnesota @ Portland**  
7:00 p.m. **FxSo**

**Phoenix @ Golden State**  
7:30 p.m. **FxAZ**

**Boston @ New Orl/OKC**  
5:00 p.m. **FxNE**

**NFL**

**12/11/05**

**Chicago @ Pittsburgh**  
11 a.m.

**Cleveland @ Cincinnati**  
11 a.m.

**Houston @ Tennessee**  
11 a.m.

**Indianapolis @ Jacksonville**  
11 a.m.

**New England @ Buffalo**  
11 a.m.

**Tampa Bay @ Carolina**  
11 a.m.

**Miami @ San Diego**  
1:15 p.m.

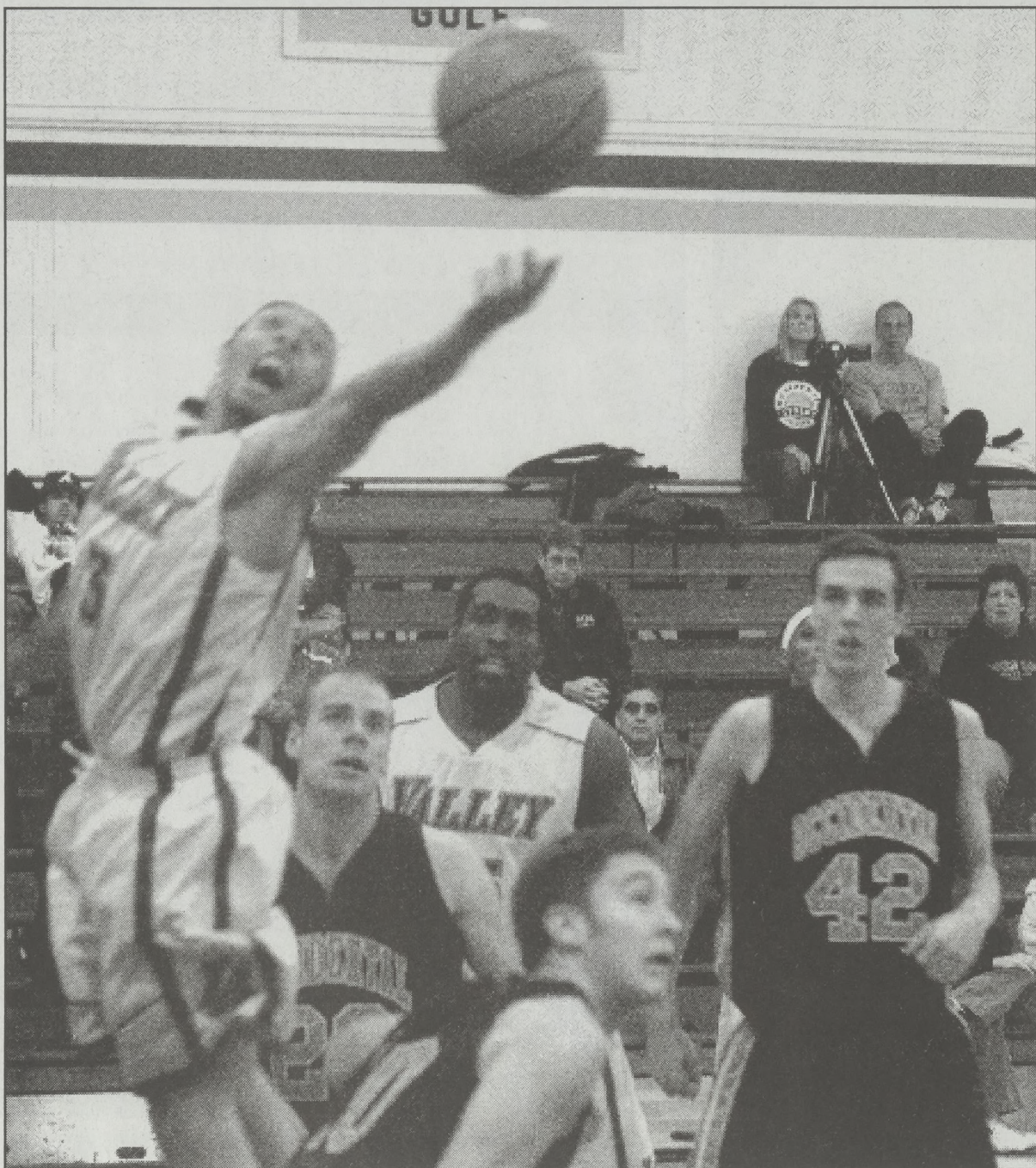
**Detroit @ Green Bay**  
5:30 p.m.

**Baltimore @ Denver**  
1:15 p.m.



For more sport photos and stories, please visit [www.lavalleystar.com](http://www.lavalleystar.com)

MEN'S BASKETBALL



MINE MINE MINE! - Freshman Sterling Wilson (left) is a blur as he goes for the ball in Saturday's 69-60 Monarch victory.

Monarchs Crush the Tigers

■ Young Monarch team is improving fast, winning four of last six.

**BY ZABIE MANSOORY**  
EDITOR IN CHIEF

They Valley College Monarch Basketball team may not be tall, they might not have experience, but after a slow start, the team has won four of its last six games.

Saturday, the Monarchs defeated Occidental College, 69-60, to improve its record to 4-7.

Valley started off with an early lead over the 2003 Division III champions and kept the Tigers under a tight leash. Freshmen guard Gustavo Valle of Cleveland High School sparked the team with three 3-pointers early in the first half.

"We always start off good," Valle said. "But we can't finish

it all the time. That is something that we need to work on."

A team mostly made of freshmen needs to get used to the travel and competition of college basketball.

"They are learning how to play as a team," said interim Head Coach Kenny Williams. "When you have a team with 13 out of 15 freshman players, they got a lot to learn."

During the past two weeks, the Monarchs have traveled 1,500 miles in 18 days to participate in tournaments in San Diego, Fullerton, Allan Hancock and Condor College.

"When you have a team mostly of freshmen it can be a little too much to handle this much traveling early in the season," Williams said. "I hope they are getting used to college basketball life."

One thing that the Monarchs can't learn is to be tall. With three of five starters under 6

feet, they really need to be mentally prepared for the challenges and use every other avenue to win.

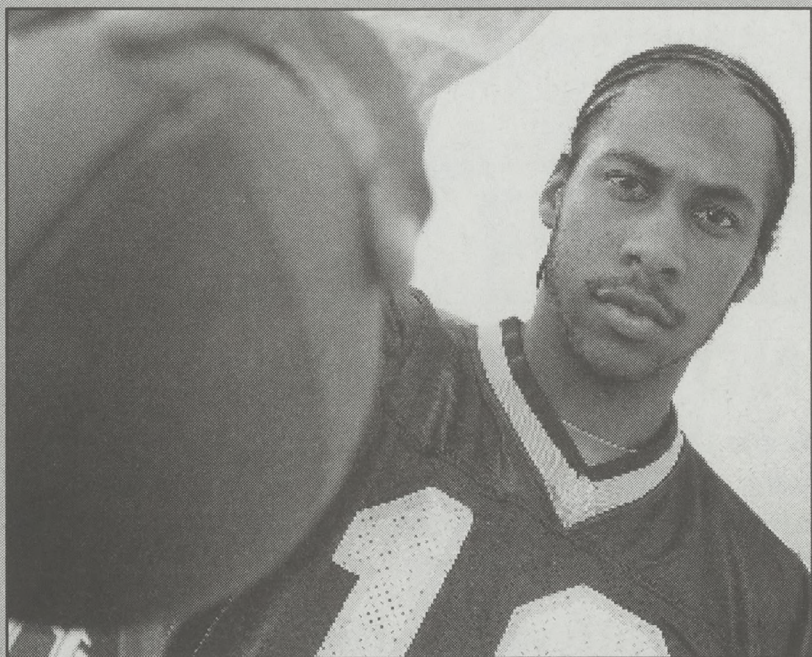
Rai Colston, a 5 foot 9 guard says while guarding bigger is players is their biggest weakness, they can overcome that if they learn how to better play as team. "We need to be a team and use our speed to overcome this weakness," Colston said.

"We are not a typical Valley team," Williams said. "We are not the biggest, but we are not definitely the smallest."

The Monarchs started their season with a disadvantage after head coach Glen Hefferman resigned in early September to become assistant coach at DePaul University in Chicago.

The Monarchs are playing in Modesto Tournament in Modesto, California this weekend. Their next home game is on Jan. 4 at 7:30 p.m.

VALLEY PEOPLE  
Jones Plans to Pass His Skills into the Jewelry Field



TAKING CARE OF BUSINESS - Sophomore quarterback Corey Jones calls shots on and off the field.

**BY NICK SANTONI**  
STAFF WRITER

■ Former Valley College quarterback Corey Jones hopes to turn a passion for making jewelry into a successful business.

Corey Jones threw his last pass for the Valley College Monarch football team last month. He ended the season with a 2-8 record, 982 passing yards and threw for eight touchdowns. Jones knows that these types of statistics won't land him a Division I scholarship, and it's not these numbers he's worried about. Jones is a businessman and he's already making profits off the field.

Hall of Fame Comes to LAVC

**BY KRISTEN BECKER**  
SPECIAL TO THE STAR

■ Valley College Athletic Department and Patrons Associations teamed up to honor past athletic achievements with a Valley Hall of Fame.

Valley College athletics doesn't have a lot to smile about these days, so a look to the past might bring back some good sports memories.

Five years ago, Athletic Director Chuck Ferrero decided it was time Valley's athletes received recognition for their athletic achievements and helped bring forth the idea of a Valley College Hall of Fame. Valley athletes have left a "great legacy and I want to keep that tradition alive," Ferrero said.

Some former Valley College athletes include Don McKenzie, an Olympic gold medalist; Odis McKinney, a former Los Angeles Raider; and Gail Malon, an Olympic volleyball player.

Paul Sabolic, who played football for Valley in 1965 and was a Junior College All-American, chairs the planning committee for the hall of fame.

"The hall of fame was a long time coming," said Sabolic. "Many alumni have gone on to make great contributions to the community."

By March 2007, a hall

of fame will honor athletes, coaches, staff and other notable people who took part in Valley's athletic programs. A mural of each inductee will be on display in the east wall of the Fireside Room.

Other committee members include Diedra Stark, women's physical education director; Ferrero; Joe Hooven, a Patrons' Association Board member; Ed Sugar, Alumni Association president; Raul Castillo, executive director of the Patrons' Association; and Frankie Garcia, Valley softball coach.

Castillo said "[The hall of

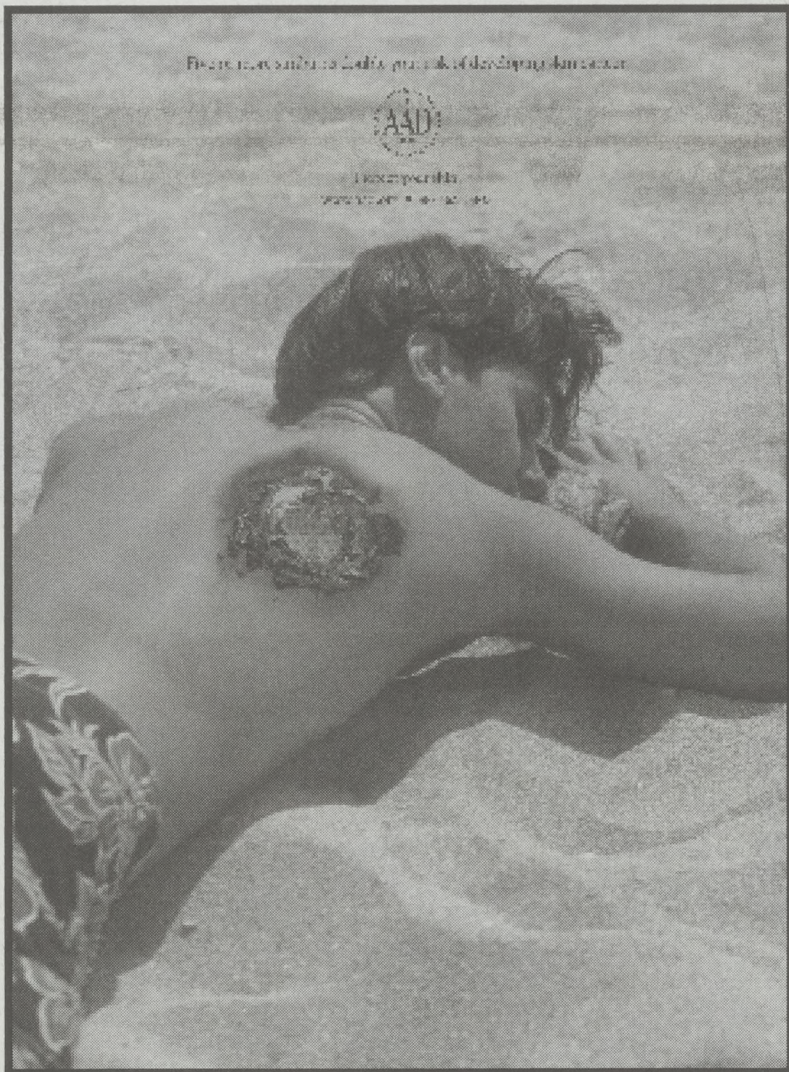
*"[The hall of fame] is a good way to bring back folks who participated in athletics."*

**Raul Castillo**  
Executive Director of Patrons

fame] is a good way to bring back folks who participated in athletics."

Once the wall is finished, there will be an annual induction banquet and the committee will induct two to five former athletes each year.

The criteria for induction into the Valley College Hall of Fame have not yet been decided by the planning committee. To nominate someone, call the Patrons' Association at (818) 947-2619.





# NEWS

7

## 'Writing'

*continued from page 1*

are really honest and they're helpful."

According to statistics kept by the Valley office of student tracking, students who go to the writing center regularly show a 14 percent improvement in their grades.

All of the tutors at the writing center are also students, providing a comfortable tutoring situation for students according to Weigand.

"A lot of students feel like there's a lot at stake when they ask questions in the classroom," Weigand said. "They don't want the teacher to know

that they don't know something."

The Writing Center's webpage can be accessed via the Valley College website. Here students can e-mail papers to tutors and receive detailed feedback on their papers via the Internet. Three times a week students have the opportunity to attend workshops on a variety of topics from how to use a comma to how to develop a thesis. The STARS program, a forum for students and faculty to meet and discuss issues concerned with education, is also housed in the Writing Center.

The Writing Center's hours are from 10 a.m. to 7 p.m. Monday through Thursday, and from 10 a.m. to 2 p.m. on Friday.

## 'Penny Lane'

*continued from page 1*

in boxes provided by the ASU. Donations for 100 kids' toothbrushes and 300 adult ones were already received, but according to ASU President Nelli Martirosyan, the more gifts people donate, the more kids who will have a brighter holiday.

"For most of the kids at Penny Lane, our gift is going to be the only gift they get [all] year," Martirosyan said. "... I encourage Valley students, faculty and staff to adopt a child in their hearts and minds and be the secret Santa for that child."

The ASU will gather the items collected from all the boxes and individual gift bags for the kids during the Dec. 17 "Wrapping Party." The campus' goal is to collect 300 gifts, a number that Valley surpassed last year by 100.

Because Penny Lane deals with at-risk youth, there are a list of items that will not be

accepted, such as sharp scissors, aerosol products, earrings and more, used gifts will also not be accepted.

The drive's main goal is to give kids happiness and hope for the future through support.

"I encourage everyone to make a difference in a single child's life by just spending \$5," Martirosyan said. "We are going to give the feeling of belonging to these needy kids. After receiving our gifts, the kids will have the feeling that there are socks or a toy in the world that no one can take from them because it is theirs."

The project, which is not sponsored by any political, corporate or religious groups, hopes to show the kids that they can achieve any goals they set for themselves.

"We want to show these kids that they can do anything," Kelly said. "I went from being homeless to being a community college student to a professor with a doctorate ... we want to let them know they can go to college too."

## 'Registration'

*continued from page 1*

Welcome Day, scheduled for Feb. 2, is similar to the Dec 14 event but is geared toward new students.

The campus has until the end of the first summer session to increase enrollment by 3.4 percent from fall 2004's 16,920 students or it will be forced to return the \$1.3 million given to it by the district. Adding to that 3.4 percent increase goal is now the 4 percent enrollment shortfall the campus suffered this fall, making the campus' goal to increase its current student body by 7.4 percent.

One-Stop Registration Day will be held on the first floor of the Campus Center from 8 a.m. to 8 p.m. Dec. 14. The services are by appointment only and students may RSVP a time on Valley's website at [www.lavc.edu](http://www.lavc.edu).



# Metro Orange Line

## It's the Valley's new shortcut.

**NOW  
OPEN**

Breeze from Warner Center to North Hollywood and beyond on the Metro Orange Line. No traffic jams. No blocked lanes. Just a smooth, brisk ride at a fraction of the cost of driving.

### Parking is free.

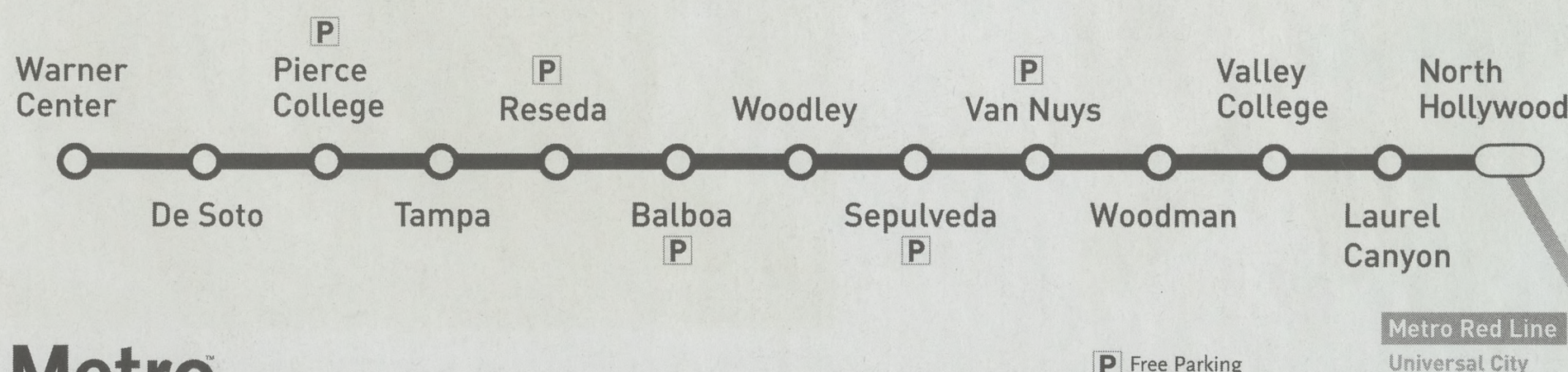
There are five Park/Ride lots along the Orange Line for easy access from anywhere in the Valley. Leave your car behind and travel between any of the line's 13 stations. Or connect with Metro Rail at the North Hollywood station and go to Downtown Los Angeles, Hollywood, Long Beach and dozens of points in between.

### Fast and frequent.

Service runs every 6-10 minutes during rush hour and every 10-20 minutes at other times. Hours: approximately 4 am-1 am weekdays and 5 am-midnight weekends.

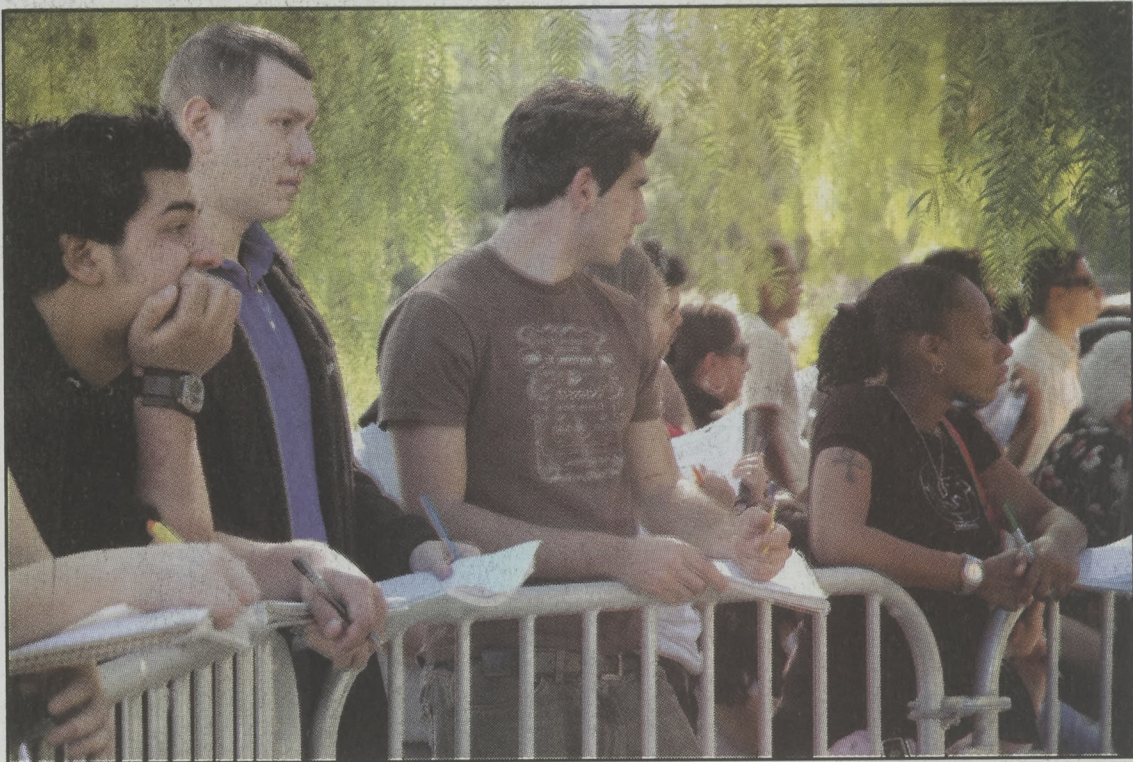


**Metro**

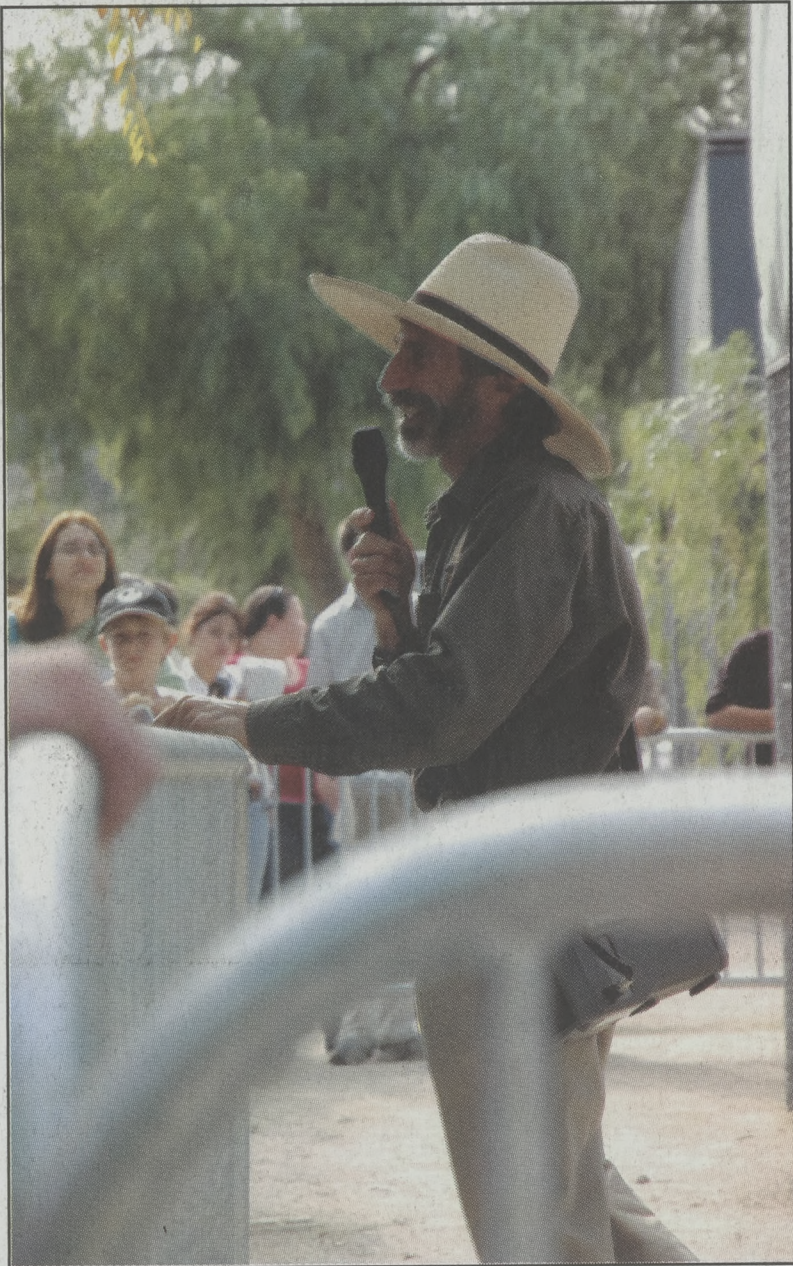




# GALLERY



**TAKING NOTES** - Students listen carefully to Allen Mootnick as he speaks about one of the species of gibbons found at the center. MELANIE SALDANA / VALLEY STAR



**HIS LIFE'S WORK** - . Founder and director of The Gibbon Conservation Center, Allen Mootnick speaks to students. MELANIE SALDANA / VALLEY STAR

Photos  
and Text  
by  
Melanie  
Saldana.

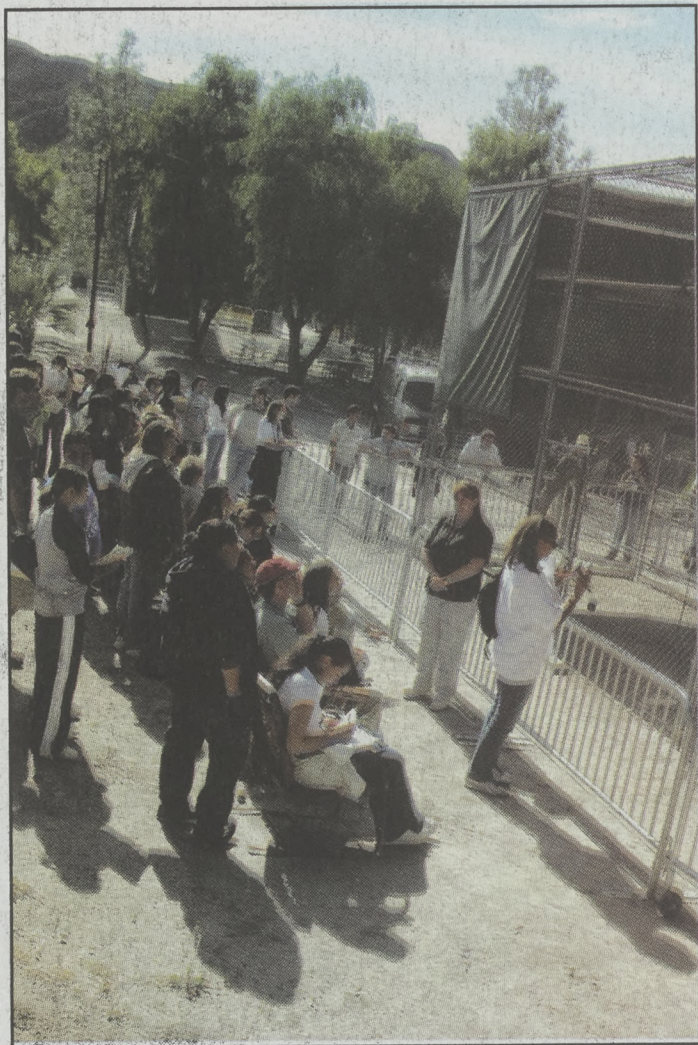


**NOMACUS I. LEUCOGENYS** - Female White Cheeked Gibbon makes eye contact with her observers MELANIE SALDANA / VALLEY STAR

## VALLEY STUDENTS STUDY RARE PRIMATES AT THE GIBBON CENTER

The Gibbon Conservation Center was established in 1976 by Alan Mootnick. The Center is in Santa Clarita off of Bouquet Canyon Road. Mootnick is devoted to the preservation and propagation of the world's smallest apes: gibbons and siamangs. The Center affords students an opportunity to come into close contact with some of the most endangered primates.

Then center is not open to the general public, but educational tours are available by calling Alan Mootnick at (661) 296-2737 or by e-mail [gibboncenter@earthlink.net](mailto:gibboncenter@earthlink.net)



**GATHER 'ROUND** - Students surround one of the gibbon enclosures. MELANIE SALDANA / VALLEY STAR



**MOTHER AND SON** - White Cheeked Gibbon, mother, and her young son. MELANIE SALDANA / VALLEY STAR